

## ERWIN ELEMENTARY

1477 Locustwood Avenue  
Lancaster, South Carolina 29720

**GRADES** K-5 Elementary School

**ENROLLMENT** 502 Students

**PRINCIPAL** Jane B. Gaston 803-285-8484

**SUPERINTENDENT** Patricia K. Burns 803-286-6972

**BOARD CHAIR** Robert Folks 803-286-6972

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	38	56	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

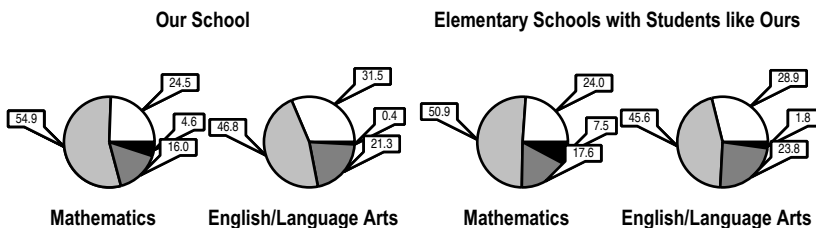
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	27	79	42
Percent satisfied with learning environment	96.2%	96.1%	87.8%
Percent satisfied with social and physical environment	100.0%	94.9%	82.9%
Percent satisfied with home-school relations	92.3%	98.7%	87.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	247	99.2	31.5	46.8	21.3	0.4	21.7	17.6
Gender								
Male	130	98.5	43.4	41.8	14.8	N/A	14.8	17.6
Female	117	100.0	18.6	52.2	28.3	0.9	29.2	17.6
Racial/Ethnic Group								
White	119	98.3	17.7	48.7	32.7	0.9	33.6	17.6
African-American	123	100.0	45.3	44.4	10.3	N/A	10.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	233	99.1	30.7	46.3	22.5	0.5	22.9	17.6
Disabled	14	100.0	41.2	52.9	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	247	99.2	31.5	46.8	21.3	0.4	21.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	246	99.2	31.3	46.8	21.5	0.4	21.9	17.6
Socio-Economic Status								
Subsidized meals	158	100.0	40.1	46.1	13.8	N/A	13.8	17.6
Full-pay meals	89	97.8	15.7	48.2	34.9	1.2	36.1	17.6

Mathematics								
All students	247	100.0	24.5	54.9	16.0	4.6	20.7	15.5
Gender								
Male	130	100.0	29.0	54.8	11.3	4.8	16.1	15.5
Female	117	100.0	19.5	54.9	21.2	4.4	25.7	15.5
Racial/Ethnic Group								
White	119	100.0	14.8	54.8	21.7	8.7	30.4	15.5
African-American	123	100.0	35.0	53.8	11.1	N/A	11.1	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	233	100.0	23.2	55.0	16.8	5.0	21.8	15.5
Disabled	14	100.0	41.2	52.9	5.9	N/A	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	247	100.0	24.5	54.9	16.0	4.6	20.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	246	100.0	24.3	54.9	16.2	4.7	20.9	15.5
Socio-Economic Status								
Subsidized meals	158	100.0	28.3	58.6	11.8	1.3	13.2	15.5
Full-pay meals	89	100.0	17.6	48.2	23.5	10.6	34.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	81	N/A	32.5	51.3	16.3	N/A	16.3
	Grade 4	80	N/A	29.1	44.3	26.6	N/A	26.6
	Grade 5	83	N/A	39.8	47.0	13.3	N/A	13.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	98.7	21.9	49.3	27.4	1.4	28.8
	Grade 4	84	100.0	27.8	49.4	22.8	N/A	22.8
	Grade 5	86	98.8	43.4	42.2	14.5	N/A	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	81	N/A	22.5	52.5	18.8	6.3	25.0
	Grade 4	80	N/A	36.3	35.0	22.5	6.3	28.8
	Grade 5	83	N/A	27.7	48.2	12.0	12.0	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	18.9	66.2	10.8	4.1	14.9
	Grade 4	84	100.0	27.8	43.0	22.8	6.3	29.1
	Grade 5	86	100.0	26.2	56.0	14.3	3.6	17.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 502)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.7%	2.4%
Attendance rate	92.8%	Down from 96.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.1%	Up from 9.8%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.6%	Down from 3.9%	8.6%	8.0%
Older than usual for grade	0.6%	No change	1.3%	1.1%
Suspended or expelled	0.2%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Down from 58.1%	46.3%	50.0%
Continuing contract teachers	90.0%	Down from 90.3%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.9%	Up from 90.8%	86.1%	86.2%
Teacher attendance rate	94.8%	Down from 95.7%	95.3%	95.3%
Average teacher salary	\$39,570	Up 1.8%	\$39,347	\$39,909
Prof. development days/teacher	11.4 days	Up from 9.2 days	12.4 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	20.3 to 1	Up from 19.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	86.6%	Down from 91.0%	89.5%	89.7%
Dollars spent per pupil*	\$5,553	Down 0.1%	\$5,876	\$5,892
Percent spent on teacher salaries*	65.6%	Down from 68.0%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 97.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Erwin Elementary strives to create an atmosphere that promotes both challenging academic standards and outstanding school citizenship. As visitors walk through the halls of the school, they are able to observe students actively participating in inquiry-based science kits, problem solving activities, and creative art projects. Students are also busy developing their computer skills as they work daily using the many software programs that are available to them and also accessing the Internet for research-based activities.

Numerous programs are available to students to provide creative outlets. Students may be involved in activities such as advanced art, advanced P.E., primary chorus, elementary chorus, keyboarding, study buddies, A.C.E. Club, choral festival, student council, or the Relay for Life events.

Continuous improvement in statewide testing has occurred each year that the PACT has been administered. Our focus is to provide opportunities for academic improvement by engaging students in learning before, during, and after school. Some activities offered before or after school include the following: math lab, writing programs, fitness programs, and computer classes. By offering the additional programs, we were able to expand instruction of curriculum standards and to offer assistance to students who needed additional assistance while offering more challenging activities to others.

Our faculty and staff continue to reflect on our instructional practices to determine how we can improve instruction for our students. We strive to provide quality instruction while maintaining an atmosphere that encourages individual differences and allows students to just be children.

Supportive parents, spirited students, and enthusiastic teachers make our atmosphere one of friendliness and playfulness. Our welcome mat sums up our beliefs as it reads, "Little People, Big Dreams, and Bright Futures at Erwin Elementary."

Jane B. Gaston, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.